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ABSTRACT

GRADES OR AGES: Grade 1. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide, an addendum to the main Reading Skills Reference Guide, has preliminary sections explaining the recommended use of worksheets and workbooks, methods of grouping, and testing information. Additional materials for skill development and aids for checking specific skills are presented in the form of charts. The guide is offset printed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: The program is designed to help the first-grade child who is reading below grade level. The material in this guide is intended to be used selectively by the classroom teacher in conjunction with the Teacher's Manual and Reading Skills Reference Guide. INSTRUCTIONAL MATERIALS: Limited information on materials is provided. STUDENT ASSESSMENT: Information is given on administering and interpreting mastery tests. (MBM)

ED048142

READING SKILLS REFERENCE GUIDE

Addendum #1

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1970

SP007004

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READING SKILLS REFERENCE GUIDE
ADDENDUM #1

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*special emphasis on pre-reading and in-depth materials

INTRODUCTION

The 1970 summer reading committee consisted of three classroom teachers, three curriculum coordinators and three principals, representing each area of the county. This committee worked toward implementation of the stated objectives of the Inservice Component, "Update Reading Continuum":

1. Keyed in resources other than Scott, Foresman and disseminating information about some of the fine things teachers are doing with the program.
2. The first year child whose academic functioning level is below that required or for some reason cannot succeed in the lowest zone of the program. Some of these children have been to kindergarten and some have not.
3. Grouping for reading instruction.
4. The Reading Skills Worksheet.
5. More direction for the in-depth program.
6. The printing of additional Reading Skills Reference Guides.
7. Testing suggestions.
8. A plan to inform the classroom teacher of the results of the work of this summer committee.

A splinter committee consisting of a curriculum coordinator, a librarian, and an audio-visual specialist produced tapes to be used with Ready to Roll, Rolling Along, and The Morgan Bay Mysteries.

Addendum #1 contains materials and suggestions which when used selectively by the classroom teacher, should provide a well-balanced reading program for each student in the Brevard County Elementary Schools.

THE READING SKILLS WORKSHEET

RECOMMENDED USES OF SKILLS WORKSHEET -- Teacher

1. Use in a flexible way most helpful to the present teacher and his/her group of children.
2. Note skills stressed in mastery test when each zone is begun. Continually compare these skills with each child's performance as reflected on the skills worksheet.
3. Use the worksheet as an indication of group strengths and weaknesses. The teacher may need to reinforce weak areas before giving the mastery test.
4. Use as an indication for grades, but not as the sum total for a grade.
5. Use in parent conferences as one means by which the reading grade was determined. Be sure to cover other children's records when using skills worksheet to report to parents.

RECOMMENDED USES OF SKILLS WORKSHEET -- Principal, Curriculum Coordinator

1. Use in regrouping children for the following year.
2. Use in determining pupil needs in the summer program.
3. Use to know child's placement in reading program when communicating with parents.
4. Use to recognize need for materials in certain skill areas.
5. Use as a continuous progress record--in case of teacher change.
6. Use in comparing child's progress with previous zone.

SUGGESTED PLACES TO KEEP SKILLS WORKSHEET

1. Staple into a separate folder or clipboard of some kind.

2. Staple or clip in teacher's planbook.

3. Fold and keep in teacher's guidebook.

4. Staple in teacher's Think-and-Do Book.

5. Staple or clip in gradebook.

6. Keep in place most convenient for the teacher. (File 13 is a NO-NO!)

GROUPING

The school center should group students for reading based upon pupil needs, teaching assignments, and plant design. These groups should remain flexible and allow for both horizontal and vertical movement through the reading zones.

There is no one "right way" to group students for reading instruction. The following factors should be kept in mind as reading groups are formed:

1. Small groups allow more freedom of expression and personal identity.
2. The Open Highways Program requires much teacher direction and time. It is difficult for most teachers to provide the necessary instruction for more than one Open Highways group.
3. Children learn from their peers. Slow learners can profit greatly from fast learners.
4. As soon as the need is evident, children should be re-grouped for proper instruction.
5. Many students can work independently if the assignment is meaningful, motivating, well-understood, and on their instructional level.

6. During a reading or language arts block of time, students should be encouraged to read or do related activities. Math drill sheets and science tests lose importance if allowed to become reading "seat-work". Children learn to read by reading. Even the best readers can read better, or at least read more!

7. Some students may profit from reading instruction more than once each day. Others may need teacher-directed instruction only a few times each week. Most elementary students need reading instruction every day.

Teachers interested in learning more about managing several groups within the classroom may want to work through some of the inservice modules on "Planning Skills for Teachers".

Modules in Cluster II: Planning Skills for Teachers

Module 1: Using Behavioral Objectives

Module 2: Designing a Learning Activity

Module 3: Selecting an Instructional Mode

Module 4: Planning Creative Activities for Independent Learning

Module 5: Selecting Commercial Materials

Module 6: Compiling and Using Instructional Games

Module 7: Developing an Instructional Package

Module 8: Organizing Learning Stations for the Language Arts

Call Monroe Center for further information.

SAMPLE READING GROUPS

Self-contained

Teacher - 31 students	16	Zone 12, Cavalcades
	15	Open Highways 6
Teacher - 32 students	12	Zone 7, More Friends Old and New
	12	Zone 6, Friends Old and New
	8	Rolling Along

Team Teaching

2 teachers - 60 students

Teacher A - 15	Zone 9	In-depth, More Roads to Follow
14	Zone 8	Roads to Follow
Teacher B - 16	Zone 8,	Roads to Follow
10	Zone 7,	More Friends Old and New
5	Splendid Journey	

3 teachers - 90 students

Teacher A - 13	Zone 10	In-depth, Ventures
10	Zone 9,	More Roads to Follow
7	Speeding Away	
Teacher B - 16	Zone 10,	Ventures
14	Zone 9,	More Roads to Follow
Teacher C - 15	Zone 10	In-depth, Ventures
9	Zone 10,	Ventures
6	Rolling Along	

4 teachers - 100 students

Teacher A - 10	Zone 11,	Vistas
8	Moving Ahead	
Teacher B - 15	Zone 11	In-depth, Vistas
10	Zone 11,	Vistas
5	Zone 10,	Ventures
Teacher C - 15	Zone 11,	Vistas
12	Open Highways 5	

Teacher D - 6	Zone 10, Ventures	
10	Open Highways 5	
9	Open Highways 5	(middle of book)

WORKBOOKS

SUGGESTIONS FOR EFFECTIVE USE

1. Use as directed and at the time designated in the Teacher's Manual for initial teaching. Use as outlined in the Reading Skills Reference Guide for checking mastery of skills, reinforcement, and reteaching. Guide pupils carefully, explaining the purpose of the assignment and give directions clearly. Work through as many examples with the group as necessary for pupils to understand thoroughly what they are to do.
2. The teacher's edition of the Think-and-Do Book gives brief descriptions for guiding the use of each exercise and indicates correct responses. Instructions for checking the pages are included in the directions to the teachers. Be sure to give each pupil an opportunity to be aware of his strengths and weaknesses.
3. Pupils learn best when they are allowed to check and correct their own responses. Ample time should be provided for this learning experience. Sufficient time should also be provided for a discussion of or justification for an answer given by the pupil. Any justifiable response should be accepted.
4. Each page of the Think-and-Do Book has a specific purpose; therefore, it is recommended that serious consideration be given before omitting workbook pages.
5. The lessons in the Think-and-Do Book provide the practice which will establish a better foundation for successful performance on the mastery test.

TESTING INFORMATION

The Initial Reading Survey Test, Form A, will be given to all first year pupils. This is a new test. The Intermediate Inventory-Survey Tests, Form A, will be given to all fourth year pupils. The appropriate Inventory-Survey Test, Form A, may be given to all pupils new to Brevard County. Test results from this standardized testing will be useful as a factor in determining pupil placement.

The Inventory-Survey Test, Form B, may be utilized for those pupils who do not complete an Open Highways book by the end of the year. These are stocked in the warehouse. The Open Highways mid-term test contained in Think-and-Do Books, 4, 5, & 6, may also be used as an evaluative tool. County norms will be established for this test during the 1970-71 school year.

Mastery Test

Mastery tests are to be given as pupils approach the end of, or complete each zone. The results from the mastery tests do not indicate a pupil's maximum ability as they are structured to test the skills that have been taught in that zone. Results from the mastery tests will indicate to the teacher any need for reteaching certain skills.

Mastery tests are horizontal tests in that they evaluate the acquisition of a broad spectrum of skills on one level. As they test only what has been presented, the teacher should know what the test contains before teaching a zone so that instruction will cover all skills considered important enough to test. (Do teach for a mastery test!)

Hints for Interpreting Mastery Test Scores:

1. For primary tests: Find the total score on the scale on the front of the test and circle it and the percentile below it. If the score contains a half point circle the next higher number. In cases where the score does not appear on the scale, circle the next higher number.
2. For intermediate tests: There are fewer questions on some subtests; therefore, the half-point scores are included on the percentile chart. When scoring these tests, find the corresponding percentiles for half-point scores. Do not go to the next higher score.
3. The actual subtest and total percentile scores are much more important than the rating. (High, low, average, etc.)
4. According to the test authors, the greater the number of points in a subtest, the more important that skill is at that zone!

5. The 25th percentile (dotted line) is re-evaluated and normed every two years. There is no dotted line on the latest printing of the Cumulative Individual Record Card, so circle the scores below the 25th percentile. Plot the other scores with a line graph. This percentile is based upon the performance of thousands of children in varying geographical, social, and economic strata.
6. An item analysis of subtest scores will indicate which items are difficult and need further reinforcement.
7. Mastery tests avoid testing in any particular pattern and provide for transfer of skills.
8. A child in the intermediate grades that is new to the Scott, Foresman Program may have skill gaps or difficulties due to the sophistication of Ventures, Vistas, and Cavalcades. Extra help can be found in the Reading Skills Reference Guides and Addendum #1.
9. Students who score at the 85th percentile or above on an Open Highways Mastery Test should be considered for the basic program.

ADDITIONAL MATERIALS FOR SKILL DEVELOPMENT

As a further aid in the development of specific skills, the following materials have been selected and organized. These materials have been used by a representative group of teachers in Brevard County and have proven successful. It is hoped that this list will provide new ideas to spark and enrich the teaching and reteaching of skills. Your own ideas and materials may be just as successful and can easily be added to the list for quick reference.

ADDITIONAL MATERIALS FOR SKILL DEVELOPMENT

SKILL	DESCRIPTION	MEDIA	Skill Level							Recommended Use		
			Pre-read.	1	2	3	4	5	6	Open Hwy.	Basic	In-depth
Word, Phrase, Sentence and Paragraph Meaning	Word Resources Odyssey Press Inc. (Vocabulary)	Book							X			X
	What's Behind a Word? Scholastic Publication (Vocabulary)	Paper-back					X	X	X		X	X
	Speaking of Words Once Upon a Word Pageant of Words Scott, Foresman (Vocabulary)	Paper-back					X	X	X		X	X
	Roget's New Pocket Thesaurus in Dictionary Forms Washington Square Press	Paper-back						X	X		X	X
	Fun with Words Dexter and Westbrook	Cardkits (A-F)		X	X	X	X	X	X		X	X
	The Other Children Harper-Row (Teacher Resource)	Paper-back	X	X	X	X				X	X	
	Reading-Thinking Skills Continental Press	Duplicating Masters		X	X	X	X	X	X		X	X
	Reading for Meaning Lippincott	Work-book					X	X	X		X	X
	Vocabulary Workshop Shostak-Oxford Book Company (Spelling book)	Paper-book					X	X	X		X	X

ADDITIONAL MATERIALS FOR SKILL DEVELOPMENT

SKILL	DESCRIPTION	MEDIA	Skill Level							Recommended Use		
			Pre-read.	1	2	3	4	5	6	Open Hwy.	Basic	In-depth
	Spice Educational Service (Teacher Resource) (Language Arts)	Book		X	X	X	X	X	X	X	X	X
	Rescue Educational Service (Teacher Resource) (Remedial Reading)	Book		X	X	X	X	X	X	X	X	
	Remediation of Learning Disabilities Fearon Publishers (Teacher Resource)	Book	X	X	X	X				X		
	Language Experiences in Reading Encyclopedia Britanica Press (Teacher Resource)	Pupil Work-book		X	X	X				X	X	
	Reading for Understanding, Jr. Science Research Association, Inc.	Kits					X	X	X		X	X
	SRA Labs Science Research Association, Inc.	Kits		X	X	X	X	X	X	X	X	X
	Peabody Language Development American Guidance Service (Levels P, #1, #2)	Kits	X	X	X					X	X	
	Hayes Language Transparencies Hayes Publishing Company	Trans-parencies		X	X						X	
	Kid's Stuff Incentive Publications (Teacher Resource)	Note-book	X	X	X	X				X	X	
	McCall-Crabb Teacher's College Press (Books A through E)	Paper-back				X	X	X	X		X	X

ADDITIONAL MATERIALS FOR SKILL DEVELOPMENT

SKILL	DESCRIPTION	MEDIA	Skill Level							Recommended Use		
			Pre-read.	1	2	3	4	5	6	Open Hwy.	Basic	In-depth
	MacMillan Reading Spectrum (Skill booklets, books, pupil record book)	Kit					X	X	X		X	X
	Language Arts Seatwork Fearon Publishers (Primary and Intermediate editions)	Paper-back		X	X	X	X	X	X	X	X	X
	Classification, Opposites, and Sequence Ideal Company	Tapes, Cassettes Duplicating Masters Transparencies	X	X	X	X				X	X	
Relationships	Reading-Thinking Skills Continental Press	Duplicating Masters		X	X	X	X	X	X		X	X
Sensory Images	Listening Games Teacher's Publishing Company (Teacher Resource)	Book	X	X	X	X				X	X	X
	Developmental Program in Visual Perception - Frostig Follett Teacher Resource	Multi-media	X	X						X	X	
	SRA Labs Science Research Associates, Inc.	Kits		X	X	X	X	X	X	X	X	X
Emotional Reactions	American Plays for Reading Walker Educational Book Corp.	Plays					X	X	X	X	X	X
	Shake Hands with Shapespeare Scholastic Books	Plays					X	X	X		X	X
Scrutiny Context	Crossword Puzzles for Reading-Thinking Skills Continental Press	Duplicating Masters			X	X	X	X	X		X	X

ADDITIONAL MATERIALS FOR SKILL DEVELOPMENT

SKILL	DESCRIPTION	MEDIA	Skill Level							Recommended Use		
			Pre-read.	1	2	3	4	5	6	Open Hwy.	Basic	In-depth
	My Puzzle Book Dolch Company	Work-book		X	X	X				X	X	X
Locating Information	Introducing Table and Graph Skills Weekly Reader	Practice books				X	X	X	X		X	X
	Map Skills Today Weekly Reader	Practice books			X	X	X	X	X		X	X
	Roget's New Pocket Thesaurus in Dictionary Forms Washington Square Press (Vocabulary)	Paper-back						X	X		X	X
	Library Skills Fearon Publishers, Inc. (Teacher Resource)	Book			X	X	X	X	X	X	X	X
	Library Skills Continental Press	Duplica-ting Masters					X	X	X		X	X
Critical Reading	SRA Labs Science Research Associates, Inc.	Kits					X	X	X	X	X	X
	Reader's Digest Skill Builders Reader's Digest Services	Paper-backs					X	X	X	X	X	X
	Random House Reading Pacemakers Random House Publishing Co.	Kits				X	X	X	X		X	X
	Bright Horizons 4, 5, and 6 Scott, Foresman	Book					X	X	X		X	X
Word Analysis	Phonics We Use Lyons and Carnahan	Work-books	X	X	X	X	X	X	X	X	X	X
	Word Attack Harcourt, Brace & World Inc. (Teacher Resource)	Book					X	X	X		X	X
	Initial and Final Consonants Ideal Company	Tapes, Cassettes D. Masters Trans-parencies		X	X	X				X	X	

ADDITIONAL MATERIALS FOR SKILL DEVELOPMENT

SKILL	DESCRIPTION	MEDIA	Skill Level							Recommended Use		
			Pre-read.	1	2	3	4	5	6	Open Hwy.	Basic	In-depth
	Phonics Workbook Modern Curriculum Press	Work-book A & B		X	X	X				X	X	
	Phonics Learning Game Kit Lyons and Carnahan	Games		X	X	X	X	X	X	X	X	X
	Phonics and Reading Hayes School Publishing Co.	Duplica-ting Masters		X	X					X	X	
	Syllable Rules and Accent Clues Ideal Company	Tapes, Cassettes D. Masters Trans-parencies				X	X				X	
	Reading Readiness Ideal Company	Cassettes D. Masters Trans-parencies	X	X						X	X	
	Blends and Digraphs Ideal Company	Cassettes D. Masters Trans-parencies		X	X	X				X	X	X
	Vowels Ideal Company	Cassettes D. Masters Transpar-encies			X	X				X	X	X
	Reader's Digest Practice Pads Reader's Digest Services	Work-book		X	X	X	X	X	X		X	
	Phonics Development Milliken Publishing Company	Transpar-encies & D. Masters		X	X	X				X	X	X

ADDITIONAL MATERIALS FOR SKILL DEVELOPMENT

SKILL	DESCRIPTION	MEDIA	Skill Level							Recommended Use		
			Pre-read.	1	2	3	4	5	6	Open Hwy.	Basic	In-depth
	MacMillan Reading Spectrum MacMillan Company	Work-book					X	X	X		X	X
	Phonics Practice by Durrell Murphy Harcourt, Brace & World	Kit		X	X	X				X	X	
	Phonics and Word Power My Weekly Reader	Work-book		X	X	X				X	X	X
	A Guide to Teaching Phonics Orton Reading Center (Teacher Resource)	Paper-back		X	X	X	X	X	X	X	X	
	First Phonics Educator's Publishing Service	Paper-back		X	X	X				X	X	
	Primary Phonics Educator's Publishing Service	Paper-back		X	X					X	X	
	Phonics and Word-Analysis Skills Continental Press	D. Masters		X	X	X	X	X		X	X	X
Dictionary	Adventures in Dictionary Land American Book Company	Work-book				X	X	X	X	X	X	X
	In Other Words, I Thesaurus Scott, Foresman	Book & Work-book				X	X				X	X
	In Other Words, II Thesaurus Scott, Foresman	Book & Work-book						X	X		X	X
	My Little Pictionary Scott, Foresman	Book		X	X					X	X	X
	My Second Pictionary Scott, Foresman	Book			X	X				X	X	X
	Thorndike-Barnhart Beginning Dictionary Scott, Foresman (Lessons on dictionary skills listed in front of book.)	Book				X	X			X	X	X

ADDITIONAL MATERIALS FOR SKILL DEVELOPMENT

SKILL	DESCRIPTION	MEDIA	Skill Level							Recommended Use		
			Pre-read.	1	2	3	4	5	6	Open Hwy.	Basic	In-depth
	Thorndike-Barnhart Jr. Dictionary Scott, Foresman	Book						X	X		X	X
	Thorndike-Barnhart Advanced Jr. Dictionary Scott, Foresman	Book							X			X
	Learning About Words Ways to Read Words More Ways to Read Words Teachers College Press	Paper-back			X	X	X				X	X
Reading Readiness	Zip's Book of Animals Zip's Book of Wheels Zip's Book of Puzzles Weekly Reader	Work-book	X								X	

HOOKED ON READING

The reading experiences of children must be pleasurable and successful if each child is to gain the kind of appreciation and enjoyment for books that is so essential to the development of effective reading skills.

Teachers must accept the responsibility for helping students to become aware of the excitement of reading and enjoyment of good books.

This list demonstrates how available materials other than those of the basic program can be used for extending interest. The following materials have been used by a representative group of teachers in Brevard County and have proven successful. This list is only a beginning and in no way represents a priority listing over other materials you may find successful.

HOOKED ON READING

NAME OF MATERIAL	Read. Level			Interest Level		Recommended Use			TEACHER COMMENTS
	Pre-read.	Pri.	Int.	Pri.	Int.	O.H.	Basic	In-depth	
Miniature Library Multi-Media Education, Inc. (3 boxes, includes 12 paperbacks, vocabulary cards, skill cards)	X	X		X		X	X	X	
Best in Children's Literature Cook Consultant Co. Bowmar Tapes (set of 14)		X		X		X	X	X	
Let's Play Encyclopedia Britanica Corp. (Films)		X	X	X	X	X	X	X	
Magnum Easy Eye Books Lancer Books, Inc. (Paperbacks, free listing)		X	X	X	X		X	X	
Shake Hands with Shapespeare (T.E.) Scholastic Books (6 plays)			X		X		X	X	
Oral Reading and Linguistics Benefic Press (Paperbacks)		X	X	X	X	X	X	X	
Sound Filmstrips, Sound Filmstrip Libraries Weston Woods Studios (Filmstrips, text booklets, records or tape cassettes)				X	X	X	X	X	
First Adventure in Learning Program Golden Book Educational Services		X		X		X	X		
SRA Pilot Libraries Science Research Associates, Inc. (Books)		X	X	X	X	X	X	X	
Stories to Accompany Primary Phonics Educators Publishing Service (Paperback storybooks)		X		X		X	X		

HOOKED ON READING

NAME OF MATERIAL	Read. Level			Interest Level		Recommended Use			TEACHER COMMENTS
	Pre-read.	Pri.	Int.	Pri.	Int.	O. H.	Basic	In-depth	
Readingtime Books MacMillan Company (Independent readers)		X		X			X	X	
Shapes Around Us Century Communications (Books)		X		X			X	X	
Treasury of Literature Readtext Series Charles E. Merrill Books, Inc. (Books)		X	X	X	X		X	X	
Gateways to Reading Treasures -- Laidlaw Bros. (Books)		X	X	X	X		X	X	
Appreciate Your Country Reading Series Century Communications (Books)		X	X	X	X		X	X	
Random House Pacemakers Random House Publishing Company (Sets of books, cards, worksheets)		X	X	X	X		X	X	
Read Together Poems Harper Row Publishers (Choral Reading - all year levels)		X	X	X	X	X	X	X	
Ready to Roll Cassette Rolling Along Cassette Scott, Foresman (Read - a - long stories on cassette tapes)		X		X		X			
Go Together Lotto What's Missing Lotto ABC Lotto Ed-U-Cards Co. (Games)	X X X					X X X	X X X		

HOOKED ON READING

NAME OF MATERIAL	Read. Level			Interest Level		Recommended Use			TEACHER COMMENTS
	Pre-read.	Pri.	Int.	Pri.	Int.	O. H.	Basic	In-depth	
Beginners Phonic Flash Cards Ed-U-Cards Co. (Cards)	X			X		X	X		
Tales of Wise Ole Owls QED Filmstrips Productions Division of Cathedral Films, Inc. (Filmstrip and records)	X	X		X		X	X		
Alphabet Talk, Book 1 Blend Talk, Book 2 Teacher's Publishing Corporation (Charts)	X	X		X		X	X		
Learning the Alphabet Alphabet Express Instructo Products Company (Wall cards)	X	X		X		X	X		
Ben-G Ready to Read Puzzles Ben-G Co. (Puzzles)	X	X		X		X	X		
Beginning Consonants Poster Cards Milton Bradley Company (Wall cards)	X	X		X		X	X		
Desk Top Activity Kits Rhyming Sequence Beginning Sounds Classification Opposites Instructo Products Company (Game cards)	X			X		X	X		

HOOKED ON READING

NAME OF MATERIAL	Read. Level			Interest Level		Recommended Use			TEACHER COMMENTS
	Pre-read.	Pri.	Int.	Pri.	Int.	O. H.	Basic	In-depth	
Rhyming Puzzles Ideal Company (Puzzles)	X			X		X	X		
Objects That Rhyme Ideal Company (Plastic objects)	X			X		X	X		
Who Gets It? Match Sets Dolch Company (Games)	X			X		X	X		
Every Reader (Paperbacks adapted for easy reading) Webster Division, McGraw Hill			X		X	X	X		
Tell What's Missing Milton Bradley (Storycards)	X			X		X	X		
Space Relationship Cards Milton Bradley (Cards)	X			X		X	X		
Controlled Reader EDL Company (Teaching machine)		X	X	X	X			X	
Stop, Look, and Write Bantam Pathfinder Editions (Paperbacks)			X		X		X	X	
Fairy Tales for Primary Grades Eye Gate Filmstrips Eye Gate Company (Filmstrips)	X			X		X	X		

HOOKED ON READING

NAME OF MATERIAL	Read. Level			Interest Level		Recommended Use			TEACHER COMMENTS
	Pre-read.	Pri.	Int.	Pri.	Int.	O. H.	Basic	In-depth	
Dandy Dog Early Learning Program American Book Company (Charts, records, books, teacher's guide)	X			X		X			
Fantasy Classics, Set I Walt Disney Educational Materials (Filmstrips with record or cassette tapes)	X			X		X	X		
Pre-Reading Library Instructo Company (Picture kits- food, animals, people, city, farm, health, places, feelings)	X			X		X	X		
Dell Paperbacks			X		X			X	
Crest Paperbacks			X		X			X	
Fun with Words Dexter & Westbrook (Card kit)			X		X		X	X	
Morgan Bay Mystery Cassettes Distributed through Monroe Center (First chapter)			X		X	X	X		
Early Childhood Discovery Mat'ls. MacMillan Company (Multi-media)	X			X		X			

FURTHER AIDS FOR CHECKING SPECIFIC SKILLS

A. Teacher's Edition - Skill Correlation

A teacher's edition with further marginal notes correlating the skill areas with the skills developed in the manual is available for most books in the Basic Program. Call Mrs. Rucki at Monroe Center for information on how to obtain copies of these teacher's editions.

SAMPLE: Roads to Follow, Zone 8, Teacher's Edition (p. 61)

1. To begin, use the two columns of words from the preceding exercise on accented syllables (*baby, ugly, lightning, happy* in the first column; *reply, excite, beside, below* in the second column). Lead pupils to recall that (1) these are two-syllable words, (2) the words in the first column are accented on the first syllable, (3) those in the second column are accented on the second syllable.

PhA4

Pupils review syllables and accent . . .

PhA4- Phonetic Analysis, sub-skill 4, "Understands that one syllable is accented more than the other or others."

B. Think-and-Do Books - Skill Correlation

Correlation of Think-and-Do pages with the skills indicates the emphasis of particular skills in each zone. It may be necessary to use supplementary exercises to teach a particular skill when a child is weak in the mastery of that skill.

An analysis of the correlation of Think-and-Do pages and skills reveals the following:

1. Word attack skills are stressed at the primary level.

2. Critical reading is introduced in Zone 10 and is stressed in Zones 11 and 12.
3. Sentence and paragraph meaning receive emphasis in all zones.
4. Scrutiny - context is stressed at the lower zone.
5. Much practice is given in the skill development of relationships beginning with Zone 4 and continuing through Zone 12.
6. The development of dictionary skills needs to be supplemented in the upper zones.
7. Locating information through the use of various types of reference material begins with Zone 10.
8. Main idea becomes a separate skill development in Zone 10. Until then it came under sentence meaning.
9. These charts enable one to see the initiation and progression of skills in the workbooks throughout the total program.

This correlation can be used as a quick reference in marking the skills worksheet. It can also be used to see where a particular skill is introduced.

BEFORE WE READ
WORKBOOK SKILLS CORRELATION - ZONE 2

Do page	Sentence Meaning	Sensory Images	Motives	Relation-ships	Visual Perception	Auditory Perception		
1 - 2	x		x	x	x			
3					x			
4	x		x	x				
5					x			
6		x			x			
7		x						
8 - 9	x							
10					x			
11			x	x				
12					x			
13						x		
14-15			x					
16		x	x					
17					x			
18						x		
19		x	x	x				
20		x		x				
21			x	x				
22						x		
23	x							
24				x				
25-26		x						
27-28	x							
29						x		
30					x			
31	x							
32						x		
33-34					x			
35-36	x	x	x					
37			x	x				

* Informal Test

WORKBOOK SKILLS CORRELATION - ZONE 2

Do page	Sentence Meaning	Sensory Images	Motives	Relation-ships	Visual Perception	Auditory Perception		
38				x				
39	x	x	x					
40						x		
41	x							
42					x			
43	x							
44						x		
45	x		x					
46	x		x					
47					x			

* Informal Test

THE THREE PRE-PRIMERS
WORKBOOK SKILLS CORRELATION - ZONE 3

Do page	Sentence Meaning	Sensory Images	Emotional Reactions	Relation-ships	Scrutiny Context	Phonetic Analysis		
2-5					x			
6-7			x					
8-11	x							
12-13					x			
14		x						
16*								
17-21	x							
22						x		
23	x							
24						x		
25-26	x							
27						x		
28	x							
29						x		
30-31	x							
32						x		
33	x							
34						x		
35				x				
36-37						x		
38	x							
39*								
40*								
42					x			
43-44						x		
45						x		
46					x			
47						x		
48-49					x	x		
50-51						x		

* Informal Test

THE THREE PRE-PRIMERS
WORKBOOK SKILLS CORRELATION - ZONE 3

Do page	Sentence Meaning	Sensory Images	Emotional Reactions	Relation-ships	Scrutiny Context	Phonetic Analysis		
52-53	x							
54		x						
55						x		
56-57					x			
58	x							
59						x		
60	x							
61		x						
62						x		
63	x							
64-65					x			
66						x		
67-68		x						
69				x				
70	x							
71						x		
72-73			x					
74-75	x							
76					x			
77						x		
78-79*								

* Informal Test

FUN WITH OUR FRIENDS
WORKBOOK SKILLS CORRELATION - ZONE 4

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	
1-3					x			
4	x							
5						x		
6				x				
7-9						x		
10	x							
11-12					x			
13						x		
14-15				x				
16-17					x			
18-19						x		
20						x		
21*								
22						x		
23		x						
24	x							
25				x				
26-27						x		
28					x			
29						x		
30		x				x		
31				x				
32					x	x		
33		x						
34-35					x			
36-37	x							
38	x							
39*								
40-41				x				
42-43		x						

* Informal Test

FUN WITH OUR FRIENDS

WORKBOOK SKILLS CORRELATION - ZONE 4

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	
44					x	x		
45						x		
46&47				x				
48	x							
49-50						x		
51					x			
52		x			x	x		
53	x							
54					x			
55*								
56							x	
57					x			
58		x						
59					x	x		
60-61					x		x	
62				x				
63-64			x	x				
65-66				x				
67					x			
68						x		
69		x	x					
70-71						x		
72-73	x	x	x	x				
74					x			
75	x	x	x	x				
76-77						x	x	
78		x						
79*								

* Informal Test

MORE FUN WITH OUR FRIENDS
WORKBOOK SKILLS CORRELATION - ZONE 5

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	
1	x							
2							x	
3	x							
4						x		
5	x							
6						x		
7							x	
8					x			
9				x				
10						x		
11				x				
12							x	
13					x			
14				x				
15-16	x							
17							x	
18					x			
19							x	
20			x					
21						x		
22-24	x							
25		x						
26						x		
27-28				x				
29						x		
30-31*								
32		x						
33						x		
34				x				
35						x		

* Informal Test

MORE FUN WITH OUR FRIENDS
WORKBOOK SKILLS CORRELATION - ZONE 5

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	
36	x							
37					x			
38	x							
39	x							
40-41						x		
42-43				x				
44							x	
45						x		
46-47				x				
48						x		
49				x				
50	x							
51		x						
52*								
53*								
54		x						
55	x							
56					x			
57						x		
58		x						
59-60						x		
61				x				
62					x			
63						x		
64		x						
65							x	
66					x			
67			x					
68					x			
69		x						

* Informal Test

MORE FUN WITH OUR FRIENDS
WORKBOOK SKILLS CORRELATION - ZONE 5

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	
70						x		
71							x	
72					x			
73							x	
74-75	x							
76			x					
77	x							
78-79*								

* Informal Test

FRIENDS OLD AND NEW
WORKBOOK SKILLS CORRELATION - ZONE 6

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	
1	x						x	
2						x		
3								
4-5	x				x			
6						x		
7				x				
8-9								
10	x		x					
11		x				x		
12-13				x				
14							x	
15				x				
16	x					x		
17				x				
18					x			
19				x				
20					x	x		
21					x			
22						x	x	
23								
24		x		x				
25*								
26				x				
27					x		x	
28						x		
29					x			
30						x		
31					x			
32						x		
33				x				

* Informal Test

FRIENDS OLD AND NEW
WORKBOOK SKILLS CORRELATION - ZONE 6

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	
34					x		x	
35	x		x					
36	x			x				
37	x				x	x		
38				x	x			
39				x				
40					x		x	
41	x				x		x	
42							x	
43	x			x				
44					x	x		
45	x			x				
46					x			
47				x				
48					x	x		
49				x				
50					x	x	x	
51*								
52*								
53	x			x				
54					x	x		
55		x						
56					x	x		
57		x						
58					x	x		
59				x				
60					x			
61	x	x						
62		x			x	x		
63				x				

* Informal Test

FRIENDS OLD AND NEW
WORKBOOK SKILLS CORRELATION - ZONE 6

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	
64			x					
65				x				
66				x				
67					x		x	
68	x	x						
69					x		x	
70			x	x				
71		x		x				
72-73				x				
74					x			
75					x		x	
76				x				
77						x	x	
78*								
79*								

* Informal Test

MORE FRIENDS OLD AND NEW
WORKBOOK SKILLS CORRELATION - ZONE 7

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Phonetic & Structural Analysis
1	x		x					
2						x		
3	x						x	
4	x		x	x				
5						x		
6	x				x			
7					x		x	
8	x				x			
9	x				x			
10	x			x				
11					x			
12	x							
13					x		x	
14					x			
15						x		
16	x	x						
17					x			
18	x							
19							x	
20	x							
21								x
22	x							
23						x		
24	x			x				
25	x				x			
26-27*								
28				x				
29						x		
30	x							
31						x		

* Informal Test

MORE FRIENDS OLD AND NEW
WORKBOOK SKILLS CORRELATION - ZONE 7

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Phonetic & Structural Analysis
32					x		x	
33					x			
34		x		x				
35					x			
36	x							
37	x					x		
38				x				
39						x		
40					x			
41	x							
42							x	x
43				x				
44	x							
45								x
46	x	x						
47	x							
48			x	x				
49						x		
50					x			
51						x		
52 & 53	x					x		
54	x							
55	x		x					
56	x							
57						x		
58	x							
59					x		x	
60	x							
61	x							
62	x		x	x				

* Informal Test

MORE FRIENDS OLD AND NEW
WORKBOOK SKILLS CORRELATION - ZONE 7

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Phonetic & Structural Analysis
63	x					x		
64	x		x					
65	x					x		
66			x	x				
67						x		
68					x			
69	x		x					
70	x			x				
71					x			
72					x			
73							x	x
74	x			x				
75	x			x				
76	x							
77-78*								
79*								

* Informal Test

ROADS TO FOLLOW
WORKBOOK SKILLS CORRELATION - ZONE 8

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
1	x			x				
2								x
3			x	x				
4					x		x	
5	x				x			
6	x							
7						x		
8	x							
9	x							
10						x		
11	x				x			
12						x		
13	x							
14	x				x			
15						x		
16-17	x	x		x				
18					x		x	
19	x							
20			x					
21						x		
22	x			x				
23	x				x			
24	x					x		
25	x			x				
26*								
27	x			x				
28	x							
29						x	x	
30	x			x				
31	x			x				

* Informal Test

ROADS TO FOLLOW

WORKBOOK SKILLS CORRELATION - ZONE 8

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
32								x
33					x			
34	x	x						
35								x
36-37	x		x					
38								x
39	x	x						
40	x					x		
41					x			
42								x
43	x	x		x				
44	x							
45								x
46	x	x		x				
47	x	x		x				
48								x
49*								
50	x			x				
51	x							
52	x	x						
53	x		x					
54	x							
55	x					x		
56					x	x	x	
57	x							
58				x				
59								x
60	x	x		x				
61	x				x			
62			x					x

* Informal Test

ROADS TO FOLLOW
WORKBOOK SKILLS CORRELATION - ZONE 8

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
63						x		
64	x			x				
65	x							
66								x
67	x	x						
68-69	x							
70	x	x		x				
71	x	x		x				
72	x							
73	x			x				
74	x			x				
75	x			x				
76			x					x
77			x	x				
78	x		x					
79*								

* Informal Test

MORE ROADS TO FOLLOW
WORKBOOK SKILLS CORRELATION - ZONE 9

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
1	x		x					
2-3	x			x				
4	x	x	x	x				
5-6	x			x				
7	x		x					
8-9	x		x	x				x
10						x		
11	x	x		x				
12						x		
13	x							
14-16	x			x				
17						x		
18	x			x				
19	x	x						
20	x							
21	x							
22-23	x		x	x				
24						x		
25	x							
26					x			
27-28	x							
29						x		
30	x			x				
31					x	x	x	
32*								
33-34*								
35-36	x		x					
37					x	x	x	
38	x							
39						x		

* Informal Test

MORE ROADS TO FOLLOW
WORKBOOK SKILLS CORRELATION - ZONE 9

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
40-41	x			x				
42	x			x				
43	x			x				
44					x			
45						x		
46-47	x							
48			x					
49	x			x				
50-51	x			x				
52-53*								
54*								
55	x		x	x				
56	x			x				
57	x				x			
58-59	x	x		x				
60				x	x	x		x
61	x		x					
62-63	x		x	x				
64-65	x					x	x	
66	x			x				
67	x			x				
68					x			x
69	x							
70	x							
71				x	x	x		
72				x				
73	x	x						
74			x					x
75	x	x						
76					x	x	x	
77-79*								

* Informal Test

VENTURES

WORKBOOK SKILLS CORRELATION - ZONE 10

Do page	Word & Paragraph Meaning	Sentence Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
2			x	x		x		
3		x		x	x			
4		x			x			
5-6		x			x			
7					x			
8							x	
9				x	x			
10		x			x		x	
11							x	
12			x	x				
13-14			x	x		x		
15		x			x			
16-17		x	x		x			
18		x						
19-20		x					x	
21-23*								
24-25		x			x			
26				x				
27		x		x				
28						x		
29-30					x			
31							x	
32-33				x		x		
34-35		x		x	x			
36-37		x		x	x	x		
38							x	x
39-40		x	x					
41		x						
42	x							
43	x			x				

* Informal Test

VENTURES

WORKBOOK SKILLS CORRELATION - ZONE 10

Do page	Word & Paragraph Meaning	Sentence Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
44		x						
45-46		x		x				
47		x	x					
48-49*								
50-51		x				x		
52		x			x			
53		x	x					
54					x	x		
55							x	x
56				x	x			
57						x		
58-59		x		x	x	x		x
60		x		x				
61							x	
62-63		x		x	x			
64								x
65-66					x			
67		x			x			
68				x	x			
69		x			x			
70-71*								
72					x			x
73	x							
74							x	
75		x			x			
76-77		x	x					
78		x		x				
79			x					
80		x		x		x		
81		x						

* Informal Test

VENTURES

WORKBOOK SKILLS CORRELATION - ZONE 10

Do page	Word & Paragraph Meaning	Sentence Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
82-83		x						
84			x	x	x			
85				x	x			
86*					x			
87*								
88					x			
89		x			x			
90-92		x		x	x			
93		x		x				
94			x	x	x			
95	x	x						
96				x	x			
97		x		x	x			
98		x						
99		x	x					
100-101		x		x				
102*								
103					x			x
104		x			x			
105	x	x						
106		x			x			
107		x			x			
108		x			x			
109		x					x	
110-111*								
112		x		x	x			
113		x			x			
114		x	x					
115		x		x				
116		x		x	x			

* Informal Test

VENTURES

WORKBOOK SKILLS CORRELATION - ZONE 10

Do page	Word & Paragraph Meaning	Sentence Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
117		x			x			
118		x			x			
119		x			x			
120		x			x			
121				x	x			
122-123				x	x			
124				x				
125		x			x			
126-127		x			x			

* Informal Test

VISTAS

WORKBOOK SKILLS CORRELATION - ZONE 11

Do page	Word & Paragraph Meaning	Sentence Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
2-3		x		x				
4	x							x
5-7				x	x			
8-9			x	x		x		
10	x	x						x
11		x			x			
12		x			x			
13							x	
14-15		x		x	x			
16		x						
17				x	x	x		
18-19			x		x	x		
20	x	x					x	
21-23	x	x			x	x		x
24-25	x	x			x			x
26-27*	x	x	x	x	x		x	x
28-30		x		x	x			x
31	x							
32-33		x		x			x	
34			x		x			
35-39		x			x			
40		x			x			
41		x						
42	x							x
43		x	x	x	x			
44-45		x		x				
46-48		x		x		x		
49		x			x			
50-51				x	x	x		
52-53*								

* Informal Test

VISTAS

WORKBOOK SKILLS CORRELATION - ZONE 11

Do page	Word & Paragraph Meaning	Sentence Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
54-55		x	x		x			
56	x							
57-59		x	x					
60		x		x	x	x		
61	x	x					x	
62-64		x		x	x			
65	x	x			x			
66		x			x			
67	x							x
68-69		x		x	x	x		
70-73		x	x	x	x	x		
74-75*								
76-77		x		x	x			x
78		x		x				
79		x		x		x		
80-82		x			x	x		
83		x			x			
84-86	x			x	x	x		x
87	x	x			x	x		x
88	x	x				x	x	
89		x		x		x		x
90	x							x
91	x							
92-94		x	x	x	x	x		
95*								
96-98	x	x		x	x	x	x	x
99	x	x			x		x	x
100	x	x			x			
101-102					x			
103	x	x			x			

* Informal Test

VISTAS

WORKBOOK SKILLS CORRELATION - ZONE 11

Do page	Word & Paragraph Meaning	Sentence Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
104-106		x		x		x		
107	x	x			x			
108-109		x		x	x			
110	x	x						
111	x	x			x			
112		x					x	
113*								
114-116	x	x		x	x			
117		x			x			
118-119		x		x	x			
120		x						
121	x	x						x
122-123		x		x	x			
124	x	x					x	

* Informal Test

CAVALCADES

WORKBOOK SKILLS CORRELATION - ZONE 12

Do page	Word & Paragraph Meaning	Sentence Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
2			x	x	x			
3							x	
4-5		x	x					
6		x						
7-8		x		x	x			
9		x	x					
10-11		x		x				
12					x			
13-14			x					
15		x						
16			x			x		
17-18					x			
19					x			
20		x		x				
21		x	x					
22-23*								
24-25		x	x					
26						x		
27		x						
28		x			x			
29	x	x						
30				x				
31					x			
32				x				
33		x			x			
34			x	x				
35			x	x				
36			x	x				
37	x							
38-39				x		x		

* Informal Test

CAVALCADES

WORKBOOK SKILLS CORRELATION - ZONE 12

Do page	Word & Paragraph Meaning	Sentence Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
40					x			
41				x				
42-43*								
44		x	x					
45	x							x
46							x	
47-48		x			x			
49		x		x				
50	x	x		x				
51	x	x						
52					x			
53-54			x		x			
55		x			x			
56		x						
57		x				x		
58-59					x			
60-61*								
62			x	x				
63		x		x		x		
64				x				
65-66		x			x			
67		x				x		
68							x	
69						x		
70-71					x	x		
72-73	x	x						
74		x	x					
75				x				
76-77					x			
78	x	x						

* Informal Test

CAVALCADES

WORKBOOK SKILLS CORRELATION - ZONE 12

Do page	Word & Paragraph Meaning	Sentence Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
79					x			
80						x		
81					x			x
82		x						
83		x						
84-85*								
86		x	x	x	x			
87-88		x	x					
89					x			
90-91		x				x		
92					x			
93-94		x	x	x				
95					x			
96			x	x	x			
97	x							
98	x	x						
99					x			
100-101					x	x		
102		x			x			
103			x		x			
104		x						
105					x			
106-107		x	x	x	x			
108					x	x		
109		x				x		
110						x		
111-112		x			x			
113-114		x	x	x				
115		x			x			
116-118					x			

* Informal Test

CAVALCADES
WORKBOOK SKILLS CORRELATION - ZONE 12

Do page	Word & Paragraph Meaning	Sentence Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
119							x	x
120-121						x	x	x
122-123					x			

* Informal Test

OPEN HIGHWAYS, BOOK 4

WORKBOOK SKILLS CORRELATION - ZONES 6, 7, 8, & 9

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
1-2	x							
3				x				
4						x		
5			x					
6-7						x		
8		x		x				
9	x							
10						x		
11				x				
12	x				x			
13						x		
14	x							
15						x		
16					x			
17-18							x	
19				x				
20	x							
21							x	
22					x	x		
23							x	
24-25		x						
26							x	
27		x		x				
28							x	
29		x						
30-31						x		
32	x							
33		x						
34		x						
35						x		

* Informal Test

OPEN HIGHWAYS, BOOK 4

WORKBOOK SKILLS CORRELATION - ZONES 6, 7, 8, & 9

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
36	x	x						
37					x			
38						x		
39					x	x		
40		x						
41		x			x			
42	x							
43-45		x						
46-47						x		
48		x						
49-50							x	
51		x						
52-53						x		
54	x			x				
55					x			
56							x	
57						x		
58		x						
59	x	x	x					
60							x	
61			x	x				
62		x	x					
63	x	x	x					
64-65					x	x		
66	x							
67			x					
68	x	x						
69				x				
70					x			
71				x				

OPEN HIGHWAYS, BOOK 4

WORKBOOK SKILLS CORRELATION - ZONES 6, 7, 8, & 9

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
72		x						
73						x		
74		x						
75						x		
76-77		x						
78						x		
79								x
80		x				x		
81		x						
82-83		x						
84	x	x	x					
85					x	x		
86			x			x		
87								
88-89		x		x				
90					x			x
91					x			
92		x						
93		x				x		
94-98*								
99		x						
100						x		
101								x
102						x		
103-104								x
105		x						
106-107			x					
108				x				
109		x						
110					x			

* Informal Test

OPEN HIGHWAYS, BOOK 4

WORKBOOK SKILLS CORRELATION - ZONES 6, 7, 8, & 9

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
111		x						
112					x			
113								x
114		x						
115						x		
116-117			x					
118		x					x	
119		x						
120								x
121						x		
122-123		x						
124					x			x
125	x	x	x					
126		x						
127	x	x						
128		x						
129						x		
130		x	x					
131	x							
132								x
133		x	x					
134								x
135	x	x		x				
136	x	x						
137		x						x
138-139	x	x						
140					x			
141	x		x					
142-143		x						
144		x						

Informal Test

OPEN HIGHWAYS, BOOK 5

WORKBOOK SKILLS CORRELATION - ZONES 8, 9, & 10

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
2-3	x							
4-5						x		
6		x		x				
7							x	
8		x		x				
9		x	x					
10						x		
11						x		
12-13		x					x	
14		x	x	x				
15	x							
16		x						
17						x		
18				x				
19					x			
20		x						
21						x		
22-23	x							
24				x				
25								x
26				x				
27		x						
28		x	x					
29					x			
30		x	x					
31					x	x		
32		x						
33						x		
34		x						
35							x	

* Informal Test

OPEN HIGHWAYS, BOOK 5

WORKBOOK SKILLS CORRELATION - ZONES 8, 9, & 10

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
36-37		x						
38								x
39		x						
40		x		x				
41		x						
42								x
43		x						
44-45		x						
46						x		
47						x		
48		x						
49-50				x				
51						x		
52	x							
53				x				
54						x		
55		x						
56		x						
57	x							
58		x		x				
59				x				
60		x		x				
61								x
62		x						
63						x		
64			x					
65		x						
66		x	x					
67						x		
68			x					

* Informal Test

OPEN HIGHWAYS, BOOK 5
WORKBOOK SKILLS CORRELATION - ZONES 8, 9, & 10

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
69				x				
70			x					
71					x			
72		x						
73								x
74		x						
75		x						
76		x						
77								x
78						x		
79						x		
80				x				
81					x			
82		x						
83			x					
84			x					
85		x				x		
86				x				
87					x			
88				x				x
89		x						
90		x						
91			x					
92		x	x					
93				x				
94-101*								
102		x						
103	x	x						
104		x						
105		x					x	

* Informal Test

OPEN HIGHWAYS, BOOK 5

WORKBOOK SKILLS CORRELATION - ZONES 8, 9, & 10

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
106		x						
107	x	x						
108-109		x	x					
110		x		x				
111						x		
112		x	x					
113	x							
114		x	x					
115		x						
116-117			x					
118-119				x				
120		x						
121					x			
122-123			x	x				
124	x	x						
125						x		
126				x				
127					x			
128		x						
129		x						
130				x				
131		x	x					
132		x						
133			x					
134	x	x						
135			x					
136-137		x	x					
138					x			
139								x
140					x		x	

* Informal Test

OPEN HIGHWAYS, BOOK 5

WORKBOOK SKILLS CORRELATION - ZONES 8, 9, & 10

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary skills
141								x
142-143		x						
144	x	x	x					
145		x						
146		x			x			
147			x					
148						x		
149					x			
150				x				
151	x							
152								x
153		x						
154		x						
155				x				
156-157		x						
158		x						

* Informal Test

OPEN HIGHWAYS, BOOK 6

WORKBOOK SKILLS CORRELATION - ZONE 10 & 11

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
2			x					
3					x			
4			x					
5-7								x
8-9						x		
10					x			
11		x						
12		x					x	
13					x			
14								x
15-16			x					
17					x			
18						x		
19		x			x			
20-21						x		
22					x		x	
23					x			
24								x
25		x						
26		x	x					
27		x	x					
28						x		
29-30		x						
31						x		
32		x		x				
33-34		x						
35		x		x				
36		x						
37							x	x
38-39			x					

* Informal Test

OPEN HIGHWAYS, BOOK 6
WORKBOOK SKILLS CORRELATION - ZONE 10 & 11

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
40-41		x		x				
42-44		x						
45		x		x				
46				x				
47-49		x						
50		x						
51		x	x		x			
52	x							
53		x						
54							x	
55		x		x				
56-57		x						
58					x			
59-61			x					
62-63					x			
64					x			
65		x			x			
66	x							
67		x	x		x			
68		x						
69					x			
70							x	
71						x		
72					x	x		
73					x			
74						x		
75								x
76					x			
77-78			x					
79		x						

* Informal Test

OPEN HIGHWAYS, BOOK 6

WORKBOOK SKILLS CORRELATION - ZONES 10 & 11

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
80	x						x	
81		x			x			
82	x						x	
83				x	x			
84						x		
85		x			x			
86				x				
87	x		x		x			
88		x	x					
89	x						x	
90				x				x
91-98*								
99					x			
100				x	x			
101		x						
102	x							
103		x						
104		x			x			
105					x			
106	x	x						
107		x						
108		x						
109					x			
110-111	x							
112		x				x		
113				x				
114	x							x
115			x		x			
116-117			x					
118-119		x						

* Informal Test

OPEN HIGHWAYS, BOOK 6

WORKBOOK SKILLS CORRELATION - ZONE 10 & 11

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
120							x	
121				x			x	
122		x						
123						x		
124		x						
125				x				
126		x						
127						x		
128				x				
129	x	x						
130					x			
131		x						
132								x
133		x						
134		x						
135				x				
136		x						
137		x						
138							x	
139		x						
140		x						
141-142			x					x
143		x						
144		x						
145				x				
146		x						
147-148		x						
149		x						
150				x				
151		x						
152		x	x					
153-154		x						

* Informal Test

C. Duplicating Masters and Skill Correlation

Correlation of the Duplicating Masters with the broad skill areas indicates the emphasis on certain broad skills in each zone. This, used in conjunction with the Think-and-Do Book correlation, serves as an additional aid for the teacher in marking the skills worksheet and reinforcing weak areas.

BEFORE WE READ
DUPLICATING MASTERS - ZONE 2

Do page	Sentence Meaning	Sensory Images	Motives	Relation-ships	Visual Perception	Auditory Perception		
1-4				x	x			
5				x				
6-7				x	x			
8				x				
9-10				x	x			
11				x				
12						x		
13				x	x			
14						x		
15				x	x			
16				x				
17-22				x	x			
23				x				
24-26				x	x			
27						x		
28-31				x	x			
32				x				
33				x				
34				x	x			
35						x		
36				x	x			
37				x				
38				x	x			
39				x				
40						x		
41		x						
42-43				x	x			
44						x		
45				x	x			
46				x				
47						x		
48-50				x	x			

* Informal Test

THE THREE PRE-PRIMERS
DUPLICATING MASTERS - ZONE 3

Do page	Sentence Meaning	Sensory Images	Emotional Reactions	Relation-ships	Scrutiny Context	Phonetic Analysis		
1-4						x		
5				x		x		
6		x						
7						x		
8				x				
9	x							
10-11	x	x						
12				x				
13	x							
14				x				
15-16	x					x		
17-18						x		
19		x				x		
20					x			
21-22		x				x		
23	x							
24		x				x		
25	x							
26		x				x		
27						x		
28		x				x		
29	x							
30						x		
31				x				
32						x		
33	x							
34						x		
35					x			
36						x		
37					x			

* Informal Test

THE THREE PRE-PRIMERS
DUPLICATING MASTERS - ZONE 3

Do page	Sentence Meaning	Sensory Images	Emotional Reactions	Relation-ships	Scrutiny Context	Phonetic Analysis		
38						x		
39	x							
40						x		
41				x				
42						x		
43	x							
44-45						x		
46				x				
47-49						x		
50	x							
51					x			
52						x		
53-55						x		
56	x					x		
57						x		
58-59	x					x		
60						x		
61	x							
62				x				
63-64	x					x		
65						x		
66				x		x		
67-69						x		
70				x	x			
71	x			x				
72					x	x		
73				x				
74	x							
75	x					x		
76					x			
77				x				
78-79	x					x		
80	x							

* Informal Test

FUN WITH OUR FRIENDS
DUPLICATING MASTERS - ZONE 4

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	
1					x			
2-3	x							
4	x				x			
5						x		
6	x							
7						x		
8-9	x							
10-11					x			
12-13						x		
14				x				
15					x			
16						x		
17					x	x		
18					x			
19				x				
20							x	
21	x							
22							x	
23						x		
24					x			
25					x	x		
26	x			x				
27-29						x		
30				x				
31					x			
32-33						x		
34-36	x							
37				x				
38					x			
39						x		

80

78

* Informal Test

FUN WITH OUR FRIENDS
DUPLICATING MASTERS - ZONE 4

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	
40					x			
41				x				
42		x						
43-44						x		
45-46	x							
47						x		
48					x	x		
49	x							
50						x		
51-52				x				
53	x			x				
54	x							
55	x				x			
56	x			x	x			
57	x	x		x				
58							x	
59	x							
60						x		
61					x	x		
62-63	x							
64							x	
65	x			x				
66							x	
67	x							
68-69						x		
70				x				
71						x		
72	x			x				
73-74						x		
75-77	x							
78					x			
79						x		
80					x			

* Informal Test

MORE FUN WITH OUR FRIENDS
DUPLICATING MASTERS - ZONE 5

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	
1				x				
2							x	
3	x							
4						x		
5	x			x				
6	x				x			
7	x							
8					x	x		
9				x	x			
10	x			x				
11						x		
12-13	x							
14				x				
15							x	
16	x							
17	x					x		
18				x				
19	x					x		
20	x							
21	x					x		
22							x	
23	x					x		
24	x			x				
25				x				
26						x	x	
27*28	x							
29						x	x	
30*31		x		x				
32						x		
33	x							

* Informal Test

MORE FUN WITH OUR FRIENDS
DUPLICATING MASTERS - ZONE 5

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	
34		x	x	x				
35-36	x					x		
37			x	x				
38						x		
39	x					x		
40	x	x						
41	x							
42-43		x		x				
44	x					x		
45	x							
46							x	
47-48				x				
49							x	
50	x							
51	x			x		x		
52	x							
53						x		
54	x					x		
55				x				
56	x							
57-58				x				
59	x							
60		x		x				
61							x	
62-63	x			x				
64	x					x		
65-66	x							
67	x					x		
68		x		x				
69	x					x	x	

* Informal Test

MORE FUN WITH OUR FRIENDS
DUPLICATING MASTERS - ZONE 5

Do page	Sentence Meaning	Sensory Images	Emotional Reaction	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	
70-71		x		x				
72						x	x	
73	x							
74		x		x				
75						x	x	
76-77	x			x				
78-79	x							
80	x							

* Informal Test

FRIENDS OLD AND NEW
DUPLICATING MASTERS - ZONE 6

Do page	Sentence Meaning	Sensory Images	Emotional Reactions	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	
1				x				
2	x				x			
3	x					x		
4								
5	x				x			
6						x		
7	x							
8						x		
9		x		x	x			
10							x	
11		x		x				
12						x		
13	x							
14						x		
15	x	x		x				
16					x			
17	x			x				
18						x		
19	x							
20	x				x			
21	x			x				
22						x		
23	x			x				
24				x				
25						x	x	
26	x							
27	x				x			
28	x							
29						x		
30	x							

* Informal Test

FRIENDS OLD AND NEW
DUPLICATING MASTERS - ZONE 6

Do page	Sentence Meaning	Sensory Images	Emotional Reactions	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	
31							x	
32	x							
33	x	x			x			
34						x		
35	x							
36							x	
37			x	x				
38						x		
39	x				x			
40	x				x			
41	x	x			x			
42							x	
43		x		x				
44				x			x	
45	x			x				
46						x		
47				x				
48							x	
49	x			x	x			
50	x				x			
51	x			x				
52					x	x		
53	x			x				
54	x			x				
55	x				x			
56		x			x			
57						x		
58	x	x						
59						x		
60	x			x				

* Informal Test

FRIENDS OLD AND NEW
DUPLICATING MASTERS - ZONE 6

Do page	Sentence Meaning	Sensory Images	Emotional Reactions	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	
61						x		
62	x			x				
63	x			x				
64						x		
65	x							
66	x	x						
67				x				
68	x							
69	x				x			
70				x				
71						x		
72	x				x			
73							x	
74	x							
75	x							
76							x	
77	x							
78					x		x	
79			x	x				
80	x				x		x	

* Informal Test

MORE FRIENDS OLD AND NEW
DUPLICATING MASTERS - ZONE 7

Do page	Sentence Meaning	Sensory Images	Emotional Reactions	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Phonetic & Structural Analysis
1	x							
2		x		x				
3					x	x		
4			x	x				
5								x
6						x		
7			x	x				
8					x	x		
9	x			x				
10						x		
11		x		x	x			
12	x							
13					x			
14	x							
15	x						x	
16						x		
17	x			x				
18						x		
19	x	x			x			
20						x		
21	x							
22					x			
23						x	x	
24		x				x		
25	x							
26						x		
27	x			x				
28								x
29	x			x				
30						x		

* Informal Test

MORE FRIENDS OLD AND NEW
DUPLICATING MASTERS - ZONE 7

Do page	Sentence Meaning	Sensory Images	Emotional Reactions	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Phonetic & Structural Analysis
31	x			x				
32						x		
33-34	x							
35							x	
36					x			
37-38	x		x	x				
39					x			
40	x							
41						x		
42	x							
43	x							
44							x	
45				x				
46								x
47				x				
48							x	
49	x							
50						x		
51	x			x				
52						x		
53						x		
54					x			
55	x	x						
56						x		
57-59*								
60	x	x						
61						x		
62-63	x		x					
64						x		
65			x					

* Informal Test

MORE FRIENDS OLD AND NEW

DUPLICATING MASTERS - ZONE 7

Do page	Sentence Meaning	Sensory Images	Emotional Reactions	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Phonetic & Structural Analysis
66						x		
67					x			
68						x		
69	x							
70					x			
71						x		
72	x			x				
73						x		
74	x				x			
75	x							
76								x
77	x		x					
78						x		
79-80*								

* Informal Test

ROADS TO FOLLOW
DUPLICATING MASTERS - ZONE 8

Do page	Sentence Meaning	Sensory Images	Emotional Reactions	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
1	x	x		x				
2					x			x
3	x					x		
4	x							
5								x
6					x	x	x	
7	x			x				
8	x							
9						x		
10	x	x		x				
11						x		
12	x			x				
13							x	
14						x		
15	x		x	x				
16	x	x						
17					x		x	
18						x		
19	x			x				
20								x
21	x					x		
22	x			x				
23					x	x		
24					x	x	x	
25-26	x		x					
27							x	x
28-31*								
32	x		x	x				
33	x							
34						x	x	

* Informal Test

ROADS TO FOLLOW
DUPLICATING MASTERS - ZONE 8

Do page	Sentence Meaning	Sensory Images	Emotional Reactions	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
35				x				
36					x	x	x	
37	x			x				
38					x	x	x	
39								x
40-41	x			x				
42					x		x	
43	x		x	x				
44					x		x	
45								x
46	x			x				
47								x
48	x			x				
49					x	x	x	
50								x
51-54*								
55	x		x	x				
56	x				x			
57-58	x			x				
59					x	x	x	
60	x							
61	x				x			
62								x
63	x		x	x				
64					x		x	
65								x
66	x			x				
67	x				x			
68								x
69	x	x		x				

* Informal Test

ROADS TO FOLLOW
DUPLICATING MASTERS - ZONE 8

Do page	Sentence Meaning	Sensory Images	Emotional Reactions	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
70					x	x		
71	x							
72	x							
73								x
74-75	x							
76	x							
77-80*								

* Informal Test

MORE ROADS TO FOLLOW
DUPLICATING MASTERS - ZONE 9

Do page	Sentence Meaning	Sensory Images	Emotional Reactions	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
1	x							
2	x				x			
3								x
4	x			x				
5				x	x			
6							x	
7-8	x			x				x
9	x							
10						x		
11			x	x				
12								x
13			x					
14	x					x		
15								
16	x				x			
17	x	x		x				
18							x	
19		x		x				
20	x					x		
21			x	x				
22						x		
23								x
24	x			x				
25	x			x				
26						x		
27	x			x				
28						x		
29-33*								
34	x		x					
35	x			x				

* Informal Test

MORE ROADS TO FOLLOW
DUPLICATING MASTERS - ZONE 9

Do page	Sentence Meaning	Sensory Images	Emotional Reactions	Relation-ships	Scrutiny Context	Phonetic Analysis	Structural Analysis	Dictionary Skills
36						x		
37-38	x			x				
39						x		
40	x			x				
41	x			x				
42						x	x	
43-44	x			x				
45	x							
46	x					x		
47	x			x				x
48-49	x							
50				x				
51								x
52	x			x				
53							x	
54					x			
55	x							
56-59*								
60	x	x						
61								x
62-63	x			x				
64						x		
65	x							
66						x		x
67	x			x				
68							x	
69					x			
70	x							
71						x		
72-73			x					
74						x		
75	x				x			
76-80*								

* Informal Test

VENTURES
DUPLICATING MASTERS - ZONE 10

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
1					x			
2					x			
3	x						x	
4-5					x			
6							x	
7								x
8-9		x	x	x				
10					x			
11	x						x	
12		x						
13								x
14			x	x				
15	x							
16					x			
17-20*								
21-23				x				
24	x						x	
25				x				
26				x		x		
27		x				x		
28								x
29-30				x				
31	x						x	
32					x			
33		x						
34			x	x				
35		x						
36		x		x		x		
37	x						x	
38-40*								

* Informal Test

VENTURES
DUPLICATING MASTERS - ZONE 10

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
41				x		x		
42	x							
43					x			
44-45						x		
46	x							x
47	x	x			x			
48-49				x	x			
50	x						x	
51		x						
52	x			x				
53				x	x			
54	x							
55-58*								
59	x			x				
60				x	x			
61	x				x			
62	x				x			
63-64					x			
65	x						x	
66-67				x	x	x		
68	x				x		x	
69				x	x			
70	x			x				
71		x			x			
72-74*	x			x	x		x	
75-76				x	x		x	x
77	x							x
78-79		x		x				
80	x							
81				x		x		
82	x							

* Informal Test

VENTURES
DUPLICATING MASTERS - ZONE 10

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
83		x						
84	x				x			
85			x	x	x			
86	x							
87	x				x			
88		x		x	x			
89-92*								
93				x	x			
94		x			x			
95	x				x			
96	x	x					x	
97-100*								

* Informal Test

VISTAS
DUPLICATING MASTERS - ZONE 11

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
1		x			x			
2	x						x	
3	x	x					x	x
4		x			x			
5	x				x			
6	x						x	
7			x	x				
8	x						x	
9-10		x		x	x			
11	x						x	x
12		x			x			
13		x		x		x		
14	x			x				
15		x			x			
16						x		x
17				x	x	x		
18-20*								
21	x						x	x
22-23		x		x	x	x		
24	x			x				
25				x	x	x		
26	x			x				
27		x			x			
28	x	x						
29-30		x			x			
31	x						x	
32		x					x	
33		x		x	x			
34		x			x			
35		x						x

* Informal Test

VISTAS
DUPLICATING MASTERS - ZONE 11

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
36	x				x		x	
37-39*								
40-41					x	x		
42		x			x			
43				x		x		
44	x	x					x	
45				x		x		
46	x							x
47					x			
48	x						x	
49					x			
50	x	x			x			
51	x							x
52-53		x		x		x		
54-57*	x	x					x	x
58				x	x			
59		x						
60			x	x		x		
61	x				x			
62-63				x	x	x		
64	x	x						
65					x			
66	x						x	
67	x	x					x	
68-70*	x						x	
71			x	x	x			
72		x			x			
73	x							x
74-75		x			x			
76	x	x						

* Informal Test

VISTAS
DUPLICATING MASTERS - ZONE 11

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
77	x			x				
78	x							x
79				x	x			
80	x							x
81-82*								
83			x	x		x		
84		x				x		
85					x		x	
86	x				x			
87-90*								

* Informal Test

CAVALCADES
DUPLICATING MASTERS - ZONE 12

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
1							x	
2-3			x					
4		x		x				
5		x						
6		x						
7					x	x		
8-9		x			x			
10					x	x		
11		x	x					
12-14*		x	x					
15		x	x					
16				x				
17					x			
18			x	x				
19		x						
20-21				x		x		
22		x			x			
23				x				
24-25*								
26		x	x					
27	x							
28							x	
29		x						
30		x	x					
31		x						
32		x						
33	x							
34		x			x			
35-36		x						
37-38*								

* Informal Test

CAVALCADES
DUPLICATING MASTERS - ZONE 12

Do page	Word & Phrase Meaning	Sentence & Paragraph Meaning	Main Idea	Relation-ships	Critical Reading	Locating Information	Word Analysis	Dictionary
39				x				
40		x				x		
41				x				
42-43		x			x			
44		x				x		
45							x	
46					x	x		
47-48		x						
49	x							
50-51*								
52				x	x			
53					x			
54-55		x				x		
56					x			
57		x	x					
58					x			
59	x							
60-62					x			
63		x						
64		x			x			
65-66*								
67-68						x		
69-70		x			x			
71-73		x						
74	x							x
75-76								x
77-78					x			
79-80*								

* Informal Test

LISTENING TAPES FOR EXTENDING ACTIVITIES

The Brevard County reading program attempts to meet the individual needs of children through the use of a variety of materials and techniques. Of particular value is a tape library which will provide interesting and meaningful experiences to supplement the reading program on the primary and intermediate levels.

In the early levels of the Open Highways program, using the "read-along" technique, the children experience success; get meaning from selections; learn to follow written language from left to right and to return to the beginning of the next line; and participate actively in the reading act.

The Ready to Roll and Rolling Along selections on tape are designed for independent use upon completion of the work for a particular story as described in the teacher's manual.

The Morgan Bay Mysteries provide suspenseful yarns which appeal to all children. The high interest and controlled vocabulary make these books appropriate for the intermediate Open Highways program.

The first chapter of each of the following mysteries has been taped:

The Mystery of Morgan Castle

The Mystery of the Marble Angel

The Mystery of the Midnight Visitor

The Mystery of Marauder's Gold

Each tape is designed to create interest and motivate the student to read the remainder of the book.

Each elementary school will receive copies of these tapes in cassette form.